DOCUMENT RESUME

ED 469 119 SO 034 245

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TITLE	The Enlightenment Music Contract. 10th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
INSTITUTION	San Bernardino County Superintendent of Schools, CA.
PUB DATE	2000-00-00
NOTE	22p.
AVAILABLE FROM	Schools of California Online Resources for Education, San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093. e-mail: webmaster@score.rims.k12.ca.us; Web site: http://score.rims.k12.ca.us.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; *European History; Grade 10; Group Activities; High Schools; Interdisciplinary Approach; *Music; *Role Playing; Social Studies; Student Research
IDENTIFIERS	California; *Enlightenment Thought; National History Standards; National Social Studies Standards

ABSTRACT

The "philosophes" of the Enlightenment Period were a group of free (different) thinkers who offered commentary on societal issues. Often, they were like one of today's social commentators suggesting reforms for the political system. Since the United States during the era of the Revolutionary War was seeking reform of what they considered English oppression, they looked to the philosophes for arguments to support their cause. Commentary and writings from Denis Diderot, Francois Marie Voltaire, and Jean Jacques Rousseau led citizens to question the authority of their governments. The lesson includes a scenario for the teacher to present to the class. In the scenario, the student is a member of a famous music group and a scholar of history. His or her music is featured on television channels like MTV and VH1 and record label, Elektra-Epitaph, has offered a very profitable recording contract. The contract involves writing a song about a contemporary problem, while presenting the wisdom of a particular philosophe. The song will also be used as part of a global program to help solve the problem identified in the song. The lesson provides a detailed seven-step process for completion of the task and a "Mind & Music Matrix" activity worksheet. Students are provided a resource list of six books; learning advice; and evaluation criteria. A conclusion, reflection, and extension notes are also included. The final section, "Teacher Notes," discusses grade level and unit, history/social studies standards, lesson purpose, teacher materials, interdisciplinary connections, and background and additional information. An annotated list of electronic resources is provided. (Author/BT)

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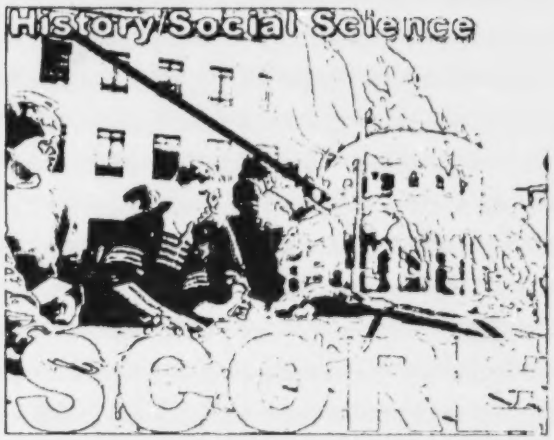

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

The Enlightenment Music Contract

10th Grade Lesson by Freda Kelly

SO 034 245

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http://rims.k12.ca.us/score_lessons/enlightenment_music_contract/

2000

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Introduction:

The Enlightenment was one of the most profound and significant periods in history. As scholars of history, we understand that much wisdom and many lessons can be learned from history. The *philosophes* of the Enlightenment Period were a group of free (different) thinkers who offered commentary on societal issues.

Philosophes are different from philosophers. A philosopher is a student of philosophy or a lover of wisdom. A *philosophe* could be quite philosophical, but were often more like one of today's social commentators suggesting what is wrong with society, suggesting reforms for our political system. Since America during the era of the Revolution was seeking reform of what they thought was English oppression, they looked to the *philosophes* for arguments to support their cause.

Commentary and writings from Diderot, Voltaire, and Rousseau led citizens to question the alleged authority of their governments. There is much wisdom to be gleaned from the insights of the philosophes. At this time in our own history, we can most definitely benefit from the wisdom of these sages of yesteryear.

Task or Scenario:

You are a member of a famous music group and a scholar of history. Your music is featured on numerous channels including M-TV and VH1. Your record label, Elektra-Epitaph, has offered you a very profitable recording contract to write a song about a contemporary problem, while presenting the wisdom of a particular philosophe. You also have learned that your song will be used as part of a global program to help solve the problem you have

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identified. You accept this lucrative offer because you want to help solve a very serious problem and you also know how talented you are in creating specialized music. You and your group are one of the few musical acts throughout the world that can successfully complete this project.

Step By Step Process:

1. After you are divided up into groups of 4-5, you will need to assign specific jobs to each person. Each group will need a biographer, a philosopher, an historian, and at least one writer (lyricist). You will also need a catchy name for your group that represents your particular philosophe. For example, you might call yourselves Rage Against Rousseau, I Kant Get No Satisfaction, or Mandatory Montesquieu, etc.

2. Next you will need to identify what you believe to be the most important problem facing the world today. Here are some possible ideas: drugs, alcoholism, violence, gangs, war (pick a recent one), poverty, AIDS, human rights violations, pollution, teen issues such as pregnancy or runaways. You may come up with some other ideas, but please check with your teacher before continuing on this project. The problem your group selects needs to be of major importance and one that you feel strongly about solving

3. Once you have identified a problem, you will need to have your Lyricist(s) locate a couple current newspaper (printed or cyber) articles about the problem. You need to be able to briefly describe the problem and explain why it is a problem. What solutions have been tried? http://www.yahoo.com is a good place to start.

4. While the writer is working on identifying the problem, the rest of the group needs to be looking up information to answer the following questions:

(Biographer) Give an overview of the philosophe's life. What kind of schooling did your philosophe receive? What were the most important contributions of that person's life? What role did your philosophe play in the Enlightenment?

(Philosopher) What kind of ideas did your philosophe have about: Wisdom and Thinking?, Liberty and Freedom?, Society and Government?

(Historian) What was the Enlightenment? What was Europe like before the Enlightenment? What are some of the Enlightenment ideas?

For the group that represents "Women in the Enlightenment": You will need to have one person research and report on the following: What was life like for ordinary women? What was life like for wealthy women What role did women play during the Enlightenment?

5. After each group member has completed his/her portion of the research, share your information to complete the "Mind & Music Matrix". Turn this in to your teacher before you proceed.

6. As a group, use your matrix to write a song that combines the ideas of your philosophe and the Enlightenment to discuss and pose a solution to one of today's major problems. This song needs to have _____ lines of lyrics, not including any chorus you may include. The chorus repeats the main idea and/or the importance of your song.

7. Your group will make their presentation to the class on _____.
This assignment is worth _____ points. Your group grade will also be your individual grade.

Mind & Music Matrix

Philosophe's Name	Current Problem	Philosophe's Main Ideas & Beliefs

Philosophe's Main Accomplishment(s)	What might he think about today's problem?	Most Important Enlightenment Idea(s)

What kind of music do you think would best represent the philosophe's ideas and the nature of the current problem? Pop ___ Rap____ Rock ____ Hip/Hop___ Metal ____ Punk ____ R&B____ Country ____ Jazz ___ Ballet ____Classical ____

Why? _____

Created by F. Kelly, SCORE 2000

Resources:

**See attached Electronic Enlightenment Resources for a listing of very useful web-based research sites. The pictures used in this electronic biblio-phile come from the first web-site listed.

Biblio-phile:

Brinton, Crane. et al. A History of Civilization: Prehistory to 1715. New Jersey: Prentice Hall, 1984.

Futrell, Mynga & Paul Geisert. Different Drummers: Nonconforming Thinkers in History. Sacramento, Ca.: Instructional Systems, 1999.

Gay, Peter. Age of Enlightenment. Alexandria, Va.: Time-Life Books, 1966.

Greaves, Richard. et al. Civilizations of the World. NY: Harper & Row, 1990.

Larue, Gerald. Freethought Across the Centuries. NY: Humanist Press, 1996.

Schama, Simon. Citizens: A Chronicle of the French Revolution. NY: Vintage Books, 1989.

Learning Advice for Students:

The first, and probably most important, piece of advice for this assignment is not to let the idea of creating a song intimidate you. A song is really only a piece of poetry that has been set to a rhythmic beat. A poem is your chance to paint a picture with words. Remember, not all poems rhyme, but all poetry does have an identifiable beat. Concentrate first on finding and understanding your research about the philosophe's and the Enlightenment Era. You will probably have no trouble identifying a current problem, but you must have an understanding of current issues to find workable solutions.

As you and your group sit down to write your song perhaps you will find it helpful to do a "group-write". One way you can do this is by having the lyricist(s) write one line (each) then pass the paper to the historian

who writes a line. The historian passes the paper to the biographer who writes a line and passes the paper to the philosopher. The philosopher writes a line then passes the paper back to the lyricist. Using this process, each person only has to write 4-5 lines. As you are passing the paper around, please consider that all ideas relating to the philosophe and/or the current problem are good ideas.

The time for editing your work comes later. If you want your song to have a rhyming pattern, that part also comes later, in the editing phase. The most important thing is to get your ideas on paper. Editing will come after you have more ideas than you need down on paper.

If you get to pick your own group for this assignment, you will want to choose group members who are hard working and come to school on a regular basis. You want to be part of a group where everyone does their fair share of the work. If you end up in a group that messes around, this assignment will be much more difficult than how it was designed. If your teacher organizes your group, and you discover that there are group problems, try to resolve them as a group. You might try reminding your group members that everyone in the group earns the same grade for this assignment. If you cannot resolve the problems on your own, discuss the matter with your teacher within the first day or two.

Here is a word of advice from former students who have participated in this type of assignment. Read through the entire student section before you get started. This will give you a clearer picture of the assignment and how you will be graded. Once you have done this, it is very important to get started and to work diligently. These web-based assignments are interesting, but there is no time for goofing off.

Evaluation Criteria:

Your grade on this assignment is based upon completing the "Mind & Music Matrix" and writing the lyrics for your song. The song your group creates needs to meet the following criteria:

1. Have a title and at least _____ lines. Your song must address a contemporary problem, the ideas and/or life of your particular philosophe, and at least one main idea from the Enlightenment Era. Your song will be evaluated with the Enlightened, but Rational Rubric. You may set your lyrics to music and turn in a cassette and/or videotape for

_____ points of extra credit.

2. Your group must present your song lyrics to the class on time. The due date is _____.

3. You and your group also need to complete the Reflection and Conclusion portions of this lesson.

Conclusion:

1. What do you think was the most important idea from the Enlightenment Era? Why did you choose this idea?

2. How did your particular philosophe (or women) influence society?

3. How might the Enlightenment ideas solve current problems?

4. Which Enlightenment ideas are still with us in modern society?

5. How is the Enlightenment Era important to history?

6. If you think the Enlightenment Era was unimportant to history, please explain this position.

As a group, please answer these questions with 1-2 complete sentences per question. Turn in your answers along with your song lyrics on the due date.

Reflection:

This section is very important, as it lets me know how to make this assignment more user-friendly for future students. Please have each student in your group complete this section on his/her own.

1. The most interesting part of this lesson was ____. Why?

2. The most difficult part of this lesson was ____. Why?

3. I learned the most about ____ from this lesson.

4. My group experience on this lesson was ____. Why?

5. My advice to future students doing this lesson is ____. Why?
Please turn in your Reflection answers along with your groupÕs Conclusion and song lyrics on the due date.

Extension Notes:

If you have decided to go for the extra credit and make an audio recording of your song, previous students have had great success (and fun) with a Karaoke machine. If you go for this option, you will need to make the syllables of your song match the familiar song. Some students have made accapella (voice only) recordings. For this option, all you will need is your song, your voice(s), and a tape recorder. One group of my former students had a band; they wrote and recorded their own music. If you decide to make a music video of your song, you will need a camcorder, a cameraperson (with a steady hand), and a few props. Perhaps you will want to design an album cover to represent your band and its Enlightened Song. This could be a poster or a prop for your video. You could perform your song live and "unplugged" in front of your classmates. If you want to perform your song live, you will need to practice making your lyrics loud and clear. Perhaps you have the expertise to design a web-site to feature your song and group.

Enlightened, but Rational Rubric

For this assignment, you will be graded using the following rubric. With this system, you are in control of the grade you earn. Please review the following guidelines at the beginning of this project and use them as a checklist to assure that you earn the grade you desire.

Enlightened, but Rational Rubric

Excellent (A): You and your group have completed all elements of this assignment on time and at an excellent quality of work.
___ Enlightened lyrics are neat & grammatically correct.
___ Mind & Music Matrix is complete & accurate.
___ Song lyrics contain at least _____ lines, not including title and/or chorus.
___ Song lyrics blend together a mastery of the following 3 ingredients: Ideas and/or Events from the philosophe, Enlightenment concepts and a current problem
___ Conclusion & Reflection sections are complete.

Advanced (B): You and your group have completed the elements of this assignment with a very good quality of work. However, you may have omitted one of the components, missed a spot check deadline, or had a few problems with neatness and/or grammatical correctness.
___ Enlightened lyrics are neat & grammatically correct.
___ Mind & Music Matrix is complete & accurate.
___ Song lyrics contain at least _____ lines, not including title and/or chorus.
___ Song lyrics blend together a mastery of the following 3 ingredients: Ideas and/or Events from the philosophe, Enlightenment concepts

and a current problem
___ Conclusion & Reflection sections are complete.

Adequate (C): You and your group have completed the elements of this assignment with an average quality of work and effort. However you may have omitted a couple of the components, missed a spot check deadline, and/or had problems with neatness and/or grammatical correctness.
___ Enlightened lyrics are neat & grammatically correct.
___ Mind & Music Matrix is complete & accurate.
___ Song lyrics contain at least _____ lines, not including title and/or chorus.
___ Song lyrics blend together a mastery of the following 3 ingredients: Ideas and/or Events from the philosophe, Enlightenment concepts and a current problem
___ Conclusion & Reflection sections are complete.

Novice (D): You and your group have completed some of the elements of this assignment with a below average quality of work and effort. You may have omitted a few of the components, missed a spot check deadline, or had problems with neatness and/or grammatical correctness.
___ Enlightened lyrics are neat & grammatically correct.
___ Mind & Music Matrix is complete & accurate.
___ Song lyrics contain at least _____ lines, not including title and/or chorus.
___ Song lyrics blend together a mastery of the following 3 ingredients: Ideas and/or Events from the philosophe, Enlightenment concepts and a current problem
___ Conclusion & Reflection sections are complete.

Teacher Notes:

Grade Level & Unit: The ideas and ideals of the Enlightenment fit in with the H/SS Standards at the end of 7th grade and the beginning of 10th grade.

H/SS Standards:

> 7.11: "Students analyze political and economic change in the 16th, 17th, and 18th centuries (the Age of Exploration, the Enlightenment, and the Age of Reason)"
> 7.11.4 & 5: Explain how the main ideas of the Enlightenment influenced democratic thought and institutions. [Paraphrase]
> 10.2.1 Compare the major ideas of philosophers (e.g. Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Madison) and their effects on the democratic revolutions. [Paraphrase]

Purpose of the Lesson: The primary purpose of this lesson is to provide students with a means of grasping the main concepts of the Enlightenment, as well as the personalities of some of the major philosophes of the era.

Length & Class Hours: When I piloted this lesson with students, we had access to a computer lab for an entire week. This provided students with the internet and word processing tools. Depending upon your students, I would recommend 5-7 class periods, plus 2-3 nights of homework.

Teacher Materials: After scheduling time in a computer lab, teachers will want to use the Mind & Music Matrix and the grading rubric. Each group will need a copy of these items. If a lab is not available, teachers

can download information or use library resources for students to gain the necessary research. Newspapers will be helpful for students to get a grasp of the contemporary problem. If a computer lab is not available, teachers will also need to download and copy the student portion of this lesson; each group will need a copy of the lesson.

Interdisciplinary Connections: This SCORE lesson incorporates literacy skills and performing arts while adhering to the H/SS Standards for world history.

Adaptations for Special Needs: This lesson was designed to specifically address the needs of ELL/LEP students and/or those who are struggling with literacy skills. All of the electronic resources within this lesson have been previewed with addressing the needs of these students in mind. In the past, I have had students with visual impairments. I have made modifications for these students by downloading the research and having it enlarged or Brailled.

Background Information: The Age of Enlightenment was a time of reason, rational thinking, and a strong belief in human progress. The Enlightenment is an era that is tucked in between the Age of Exploration and the Age of Revolutions. Indeed, teachers could easily adapt this lesson to include thinkers such as Locke, Newton, Galileo, Smith, Hume, and Condorcet. The philosophes were very articulate intellectuals who addressed controversial issues of their time and frequently questioned traditional authority. Quite naturally, this put them on the outs with some of the ruling classes. However, this was also a time of "Enlightened Despots". For example, Catherine the Great corresponded with both Voltaire and Diderot. Other "Enlightened Despots" included Frederick the Great of Prussia and Maria Teresa, Joseph II, and Leopold of Hapsburg heritage. Due partly to the high level of literacy among the philosophes and having the ear of some of the ruling class, the philosophes were able to make a impact on history. Part of the legacy from the philosophes was in how they shaped future history. Take Montesquieu, who made a significant impact on the U.S. Constitution. Most teachers are well acquainted with Rousseau's ideas regarding the proper way to educate children. Voltaire's Candide is frequently required reading for many high school students.

Additional Information for Teachers: When I did this lesson with students, I gave them the first period to read through the lesson and gain

an understanding of the requirements. At the end of the first day, I collected a paper that had the group members' names and the jobs each person was assigned. By the third day I collected the "Mind & Music Matrix". I instructed students that with the exception of the first two cells of the matrix, they needed about a half page of research information. This gave me a spot check to see that people were on task and being productive. On the fourth day I had student begin composing their lyrics using the information on their matrix. On the fifth day I collected a draft of the song lyrics from students. I had marked and commented on their drafts; by the sixth day students were able to write their final drafts of their songs.

Some of the "teacher tricks" I pulled out of the hat for this lesson included instructions on how to use a rhyming dictionary and a thesaurus. I taught students how to count syllables and how to form rhyming couplet patterns. One of the best memories from this lesson was watching a blind student very carefully count the syllables in her group's song.

Since this lesson was part of an institute directed toward students with ELL and literacy concerns, I tried to be especially cognizant of the readability of my sources. However, I also wanted to educate students in what "credible" sources look like. As part of the institute we received training from a linguist. This proved to be quite helpful as I looked at sources. I also had a few middle school students preview the electronic sources before I presented them to the entire class.

As always, I would love to hear how you have massaged and modified this lesson to fit your own unique style and classroom setting. I would also love to hear of any suggestions you have to make this lesson even better for future students.

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I am very grateful to Dr. Peg Hill for her enthusiastic encouragement and the opportunities to produce SCORE lessons. It was her idea during a brainstorming session to have students offer commentary on a contemporary problem from the persona of the philosophes. Using SCORE lessons provides a powerful learning experience for my middle school students, who are fully equipped with a wide range of abilities and interests. My students tend to think that using the SCORE lessons is a privilege. Thus, they tend to be more motivated and engaged as they work their way through the lesson. SCORE provides a very effective method of incorporating technology into the curriculum.

Parts of this lesson came from my notes and experiences in three very great history classes. My first world history professor was Dr. Melvina Jones who is presently a Dean at a college in Sacramento. I also received a tremendous education from Dr. Blackey and Dr. Persell at California State University, San Bernardino. I'm very grateful that through the SCORE lessons, I've been able to share this wealth of knowledge with students.

Electronic Enlightenment Resources

Voltaire:

"The fewer dogmas, the fewer disputes; the fewer disputes, the fewer miseries: if this is not true, then I'm wrong"

Philosophical Dictionary of Voltaire:
http://history.hanover.edu/texts/voltaire/volindex.htm
This excellent site provides excellent primary source writings of Voltaire on a variety of topics.

A Brief Biography about Voltaire:
http://www2.lucidcafe.com/lucidcafe/library/95nov/voltaire.html
This page is part of the Lucidcafe website that offers information on a variety of thinkers. It also has links to Enlightened thinkers for this project.

A Brief Overview of Voltaire:
http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/voltaire.html
This site contains one of Voltaire's writings, *"A Treatise on Toleration"* At the end of this essay the author has defined some of the more difficult/unusual words. This makes the document much more user friendly

Rousseau: "Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave then they."

A Brief Biography about Rousseau:
http://www.lucidcafe.com/library/96jun/rousseau.htm
This page is part of Lucidcafe's website, which lots of good information about a variety of people and topics. It also has great links to many literary and primary document sources.

A Treasury of Resources by and about Rousseau:
http://www.digeratiweb.com/sociorealm This excellent site has links for Rousseau's writings, books about him, and organizations dedicated to his philosophy.

"Rousseau was an all-around brilliant guy."
http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM
This site has links for other topics such as Women in the Enlightenment.

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Descartes:

"I think, therefore I am."

A Brief Biography about Descartes:
http://www.lucidcafe.com/library/96mar/descartes.html
This page is part of the terrific Lucidcafe website. This site invites e-mail from its users and also has links for Galileo and Newton. This site also has a link to connect you to E-texts and other resource materials.

Background and Biographical information on Descartes:
http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM
This page is part of Richard Hooker's extensive research on people and events of the Enlightenment Era.

Montesquieu:

"Republics end with luxury; monarchies (end) with poverty."

Spirit of the Laws Document:
http://www.fordham.edu/halsall/mod/montesquieu-spirit.html
This page is part of The Modern History Sourcebook and gives a readable translation of the original document.

A Timeline of Montesquieu's life:
http://iq.orst.edu/phil302/montesquieu.html
This timeline is very readable. Significant events are listed and described briefly. Also includes a brief bibliography.

Biography of Montesquieu:
http://www.newadvent.org/cathen/10536a.htm
This page is from the Catholic Encyclopedia site and provides a very thorough biography of Montesquieu. Readability seems to be at a fairly sophisticated level, but the information is quite useful.

Kant:

"Dare to know! Have the courage to use your own intelligence."

Biographical information on Kant:
http://www.friesian.com/kant.htm
This site provides an excellent biography, though the readability is a bit sophisticated. This site has links to several other topics and a timeline of Kant's writings.

Links for information by and about Kant:
http://comp.buark.edu/~rlee/semiau96/kantlink.html
This site was updated (July 2000) and provides an extensive list of links to other sites about Kant.

Biographical information on Kant:
http://www.knuten.liu.se/~bjoch509/philosophers/kan.html
This site provides information that is more use friendly and readable. There are also links to other sites that contain writings by and about Kant. This is a page from *Bjorn's Guide to Philosophy.*

Diderot:

"Blame for bad conditions' and almost everything else that went wrong in France - is due to superstition and idle nobility."

Biographical Information on Diderot:
http://www.kirjasto.sci.fi/diderot.htm This encyclopedic source provides a very thorough information on Diderot's life.

More biographical Information on Diderot's life:
http://www.utm.edu/research/iep/d/diderot.htm
This is a page from *The Internet Encyclopedia of Philosophy*. The readability of this article seems more user friendly than the *Britannica* article.

Information on the *Encylopedie* (Writings of Diderot)
http://origin.uchicago.edu/homes/mark/ENC_DEMO/
This site has several links to information about Diderot's most famous piece of writing.

Women in the Enlightenment:

Overview Information about Women during the Age of Enlightenment:
http://www.wsu.edu/~dee/ENLIGHT/WOMEN.HTM
This page gives great information about what life was like for women during this time. This is a page from Washington University's award winning site on World Civilizations. This is an outstanding resource for many topics.

Madame de Pompadour:
http://www.chateauversailles.fr/en/230.asp
A long time friend and lover of the Sun King. She had an influence on the king's patronage of the arts. Interesting pictures and links for other personalities who may have influenced royalty during the Enlightenment.

Madame Geoffrin:
http://www.usd.edu/~jwortham/corvus/geoffrin.html
This site provides extensive information about a fairly influential woman of the Enlightenment Era. You can also learn some about Salon politics in this article.

http://www.fordham.edu/halsall/mod/18salons.html
This is a page from *The Modern History Sourcebook.* It provides excellent information about Madame Geoffrin and the art of Salon entertaining. The readability is moderate.

Age of Enlightenment:

What was Europe like before the Enlightenment? What events that ushered in the Enlightenment?:

http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM
Part of Richard Hooker's scholarly site about the Enlightenment. Provides a good overview of Pre-Enlightenment Europe. Also includes interesting pictures of some of the monarchs from the Age of Absolutism.

What was the Age of Enlightenment? What are some of the Enlightenment ideas?

http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM
This page gives a very readable and understandable description of Enlightenment ideology.

http://www.fordham.edu/halsall/mod/modsbook10.html
This is a very extensive site with excellent readings on a variety of topics pertaining to the Enlightenment. The site also has extensive links to other sites for biographical information and primary source documents. This site is a chapter in the Modern World History Sourcebook.

http://www.pbs.org/faithandreason/gengloss/enlight-body.html
This site provides a very readable general overview of the Enlightenment.

http://history.evansville.net/enlighte.html
This page has lots of highly readable links for people, events, and ideas of the Enlightenment.

http://www.santafe.edu/~shalizi/notebooks/enlightenment.html
This site is an electronic bibliography, filled with lots of great links. The readability is fairly manageable.

http://mars.acnet.wnec.edu/~grempel/courses/wc2/lectures/enlightenment.html
This source provides an informative and readable overview of information and the social context of the Enlightenment Era.

What and who were the Philosophes? What role did they play in the Enlightenment?

http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM
Part of Richard Hooker's site, this page gives great background information about the philosophes. It also has links for Voltaire, Rousseau, and Montesquieu.

Madame Geoffrin's Salon

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